The Field Experience Journal

Table of Contents

From the Editor

Dear Readers of *The Field Experience Journal:*

This edition of *The Field Experience Journal* begins with a submission from Bonnie Lee Rabe of Western Connecticut State University. Her article details a Master of Arts in Teaching program that seeks to enhance participants' knowledge of urban schooling as related to race, class, and culture. Dr. Rabe shares how Master of Arts teachers explore instructional and organizational practices seeking to close the achievement gap and build positive climates in urban school settings.

Dr. Fay Roseman of Barry University provides insight into the role of personality type of learners and how it relates to teachers and learners when differentiating instruction. Her article suggests strategies that may be incorporated into instructional practices to address the different aspects of personality type in the classroom.

In the final article of this edition, Kimberly Tripplet of Mississippi State University-Meridian addresses the ever-present concern for motivating learners to do their best by creating a consistent system for classroom behavioral management.

Finally, my thanks to those who have contributed their manuscripts for our consideration and to our reviewers for their time and expertise.

Kim L. Creasy

The Urban Education Experience:

Course with an Embedded Clinical Experience to Enhance Cultural Responsiveness

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Abstract

In this Master of Arts in Teaching program; an initial licensure, post-baccalaureate program leading to teacher certification and a master's degree; candidates extend their field experience beyond the student teaching experience. During the second summer of the program the Urban Education Experience course is co-taught by a university professor with more than 20 years of experience in urban public school settings and the Deputy Superintendent of the urban public school district in which the university is located. Enhancing participants' knowledge of urban schooling as related to the dynamics of race, class, and culture through the analysis of historical, socioeconomic, and political factors influencing urban education; the course provides a backdrop to the distribution of opportunity is explored through instructional and organizational practices designed to close the achievement gap and build positive school cultures. Offered during summer two, this course links theory and application in a clinical service experience serving urban youth.

The Case for a Clinical Urban Experience

In this paper, we explain one university teacher education program's efforts to use meaningful urban learning experiences for initial licensure/post-baccalaureate teacher candidates in the field. First, we examine the need to reform to expand the use of field experiences in pre-service teacher education as well as the research related to improving cultural relevance in pre-service teacher candidates. After explaining these concerns, we introduce a model that has been piloted for four cohorts of candidates and analyze the resulting data.

Because of the urban location of the university, it made sense to increase the field and clinical experiences incorporated into their in an intense, 14-month, 42 credit Master of Arts in Teaching program designed primarily for career-changers leading to both teacher certification and a master's degree. A review of the research resulted in a plan for the course, integrating elements of culturally responsive course experiences with clinical practice (Gunn, Bennett, Evans, Peterson, & Welsh, 2013; Sobel, Gutierrez, Zion, & Blanchett, 2011).

A number of studies examined how students increase their culturally responsiveness by participating in an education course that includes a field experience in a school or community setting. In some instances, students utilize ethnographic research skills to complete a research project in an urban community or school; (Fry & McKinney, 1997; Gunn, et al., 2013; Narode, Rennie-Hill, & Peterson, 1994; Olmedo, 1997). These authors noted not only conceptual growth among the students, but also noted a greater willingness of these students to consider working in an urban school.

Undergraduates at the university participate in the Professional Development Schools (PDS) model, which originally focused on urban reform, helping pre-service teacher candidates' opportunities to gain more realistic experience during their preparation (McKinney, Haberman,

Stafford-Johnson, & Robinson, 2008). This goal of this model is to increase the responsibility of the partnerships in increasing teacher quality and retention and to increase the time pre-service teachers spend in actual classrooms working with students (The Holmes Group, 1990; as cited in McKinney et al., 2008).

In a study of teacher candidates in a PDS [Professional Development in Schools] urban setting, Stairs (2006) noted that as a result of immersion in the urban setting, most students reevaluated their assumptions about urban schools and students. Sixty percent of the students immersed in this urban setting reported an increased interest in teaching in an urban setting (p. 63). However, in an initial certification, post-baccalaureate stetting, a full PDS experience is not feasible because of limited time.

The Problem

How does the demonstration of the application of urban theory to practice, through a field experience providing service to an organization serving urban youth, impact pre-service teaching candidates' emerging dispositions?

Dispositions and Cultural Responsiveness

Since the course was to be experienced post-student teaching at a Master's level, it had to be challenging, include ethnographic research, and provide experiences that would cause the candidates to question their own belief systems. Explicit instruction about specific dispositions can affect factors such as general dispositions (Boyce, 2008), multicultural awareness and moral/ethical contexts (Dotger, 2010, p. 806), or empathy, patience and tolerance (Malone, Jones, and Stallings, 2002). The best way to develop culturally-responsive attitudes, with urban youth is through experiences. Ladson-Billings (1992) explains that culturally responsive teachers develop intellectual, social, emotional, and political learning by "using cultural referents

3

to impart knowledge, skills, and attitudes." (p.382). Culturally responsive teachers teach the whole child, realize not only the importance of academic achievement, but also the maintaining of cultural identity and heritage (Gay, 2000). Teaching strategies that have been examined to enhance cultural responsiveness by raising students' awareness about race, culture, and discrimination include: Engaging students using a simulation of unequal opportunity (Frykholm, 1997), engaging students in debate (Marshall, 1998), and teaching about White privilege (Lawrence, 1997; Lawrence & Bunche, 1996).

In a course, Bondy, Schmitz, & Johnson (1993) studied in which students examined why poor and minority students perform less well in school than white, middleclass students and tutored students in their own neighborhoods. They found that participation in the course and the field experience together had a significant impact. However, students who completed one or the other, or neither, showed no gains.

Therefore, a course provides a support mechanism for students to interpret their experiences. Garza (2009, p. 298) emphasizes that each ethnic group of students' point of view is unique. Teachers must be responsive to individual student backgrounds and experiences and understand that each student has a distinct perspective. Sleeter (1989) discovered that these teachers were more likely to incorporate multicultural content when their students were of color and/or from low-income backgrounds than when they were not.

According to Sleeter (2001), in a review of more than 80 studies of the effects of various pre-service teacher education strategies, including recruiting and selecting students, cross-cultural immersion experiences, multicultural education coursework, and program restructuring; "[T]eachers were more likely to incorporate multicultural content when their students were of color and/or from low-income backgrounds than when they were not. It was unclear to me how

much difference the multicultural education coursework and field experience, in themselves, had made." (p. 100).

Higher education studies found that required diversity courses have a greater positive impact on White students than on students of color (Denson 2009, Engberg & Hurtado, 2004, Bowman 2010, Lopez 2004). The studies also found that for many students—particularly White students— the first diversity course is emotionally challenging (Hogan & Mallot, 2005).

Clinical Practice

Clinical models give aspiring teachers the opportunity to integrate theory with practice; develop and test classroom management and pedagogical skills; hone their use of evidence in making professional decisions about practice; and understand and integrate the standards of their professional community. These clinical settings also provide the opportunity for evaluating not only the knowledge and skills these candidates hold, but also provides opportunities to assess their dispositions.

In order to develop effective clinical practices embedded within teacher preparation programs, the programs must first be transformed to better address the needs of today's public schools. In this case, a new clinical experience linked with a new course, Urban Education Experience.

Designing the Urban Education Experience

The issues confronting urban schools are not only complex, but are influenced by the social, economic, and political conditions of the urban environments in which they are located. Educators must develop an appreciation of the factors influencing educational reform in relationship to the social context. The Urban Education Experience course was created to explore the social (including race and class), political, and economic impact on the distribution

of educational opportunities within urban schools. The course and the companion service experience were designed to explore four major themes:

1. **Historical Overview**: Beginning with an historical overview of demographic and economic changes affecting the growth of cities leading to urban decline, the course will explore waves of rural to urban migration (and the reverse) as well as the impact of segregation on urban communities relevant to Danbury, CT as a regional focus and regionally on New York City. Field experiences include an application of knowledge.

2. **Inequity**: Schools have both reflected and reproduced inequalities of culture and class differences from the community and home. Students' phenomenology of inequity is based on the fact that children are active processors of information. What might be an experience of discrimination for one student may not be for another. How do we successfully deal with inequity? How can students in urban schools become successful competitors in a global economy?

3. **Overcoming Obstacles:** Many school districts have demonstrated success in meeting the needs of students in urban environments. Readings and guest speakers will examine models of success including Professional Learning Communities, Connecticut Accountability and Learning Initiative (CALI), multicultural education, engaging parents, and other reform models that address building community and narrowing the achievement gap.

4. **Transformation:** A review of urban programs that are working. Candidates experience the transformation through service to an urban population or community.

Method

The Urban Education Experience course was run as a hybrid, online course with 8 face-to-face meetings. Classes were run as interactive seminars, led by the public school administrator with several experts in various aspects of urban education from the district. The online expectations included readings and reflective journals. The clinical component of the Urban Education Experience included 20 hours of service to an urban organization servicing urban youth and or their families.

The Urban Setting

The university, a mid-sized university in the northeastern United States, is located in one of the most diverse urban communities in the northeast on the border of two northeastern states. The city has a population of 75,000 and its' diversity is reflected in 75 national groups where over 60 different languages and dialects are spoken. The university offers traditional undergraduate programs in elementary and secondary education; and a Master of Arts in Teaching (M.A.T.) program, offering candidates' coursework, field, and clinical experiences leading to a Master's degree in Education and coursework qualifying them for certification in Secondary Biology, Mathematics, or Spanish Education.

Sample Population

A sample of convenience, the study included four cohorts of Master of Arts in Teaching candidates (n=34) and one MS in Education candidate (n=1) who participated in the study. Ages ranged from 23 to 56. Backgrounds of the candidates include recent college graduates, a pharmacist, cancer researcher, neurophysiologist, landscape design, manager of a resident facility at a psychiatric hospital, stay-at-home Moms returning to the workforce, computer scientist, psychology major, karate school owner, administrator from the pharmaceutical

industry, Emergency Medical Technician, paraprofessional, and corporate executives. Approximately 40% came from backgrounds in business management. Several candidates hold Masters Degrees in other fields.

Research Design

This study employed mixed methods with a sample of convenience. Three sets of data were collected on the candidates' urban experiences: 1) Reflective journal entries were completed following each seminar session, which were analyzed qualitatively; 2) ethnographic analyses of the urban experience, viewed through four filters (themes), were submitted and scored qualitatively; finally 3) urban service evaluations were completed by the supervisor at the end of the service period and analyzed quantitatively.

Reflective Journals. Candidates completed reflective journals after each session, aligned with the readings, presentations, discussions, and activities. The prompts for the reflective journals entries were strategically assigned to promote self-reflection (metacognition) post-topic. Journal entries were coded and themes identified for each set of entries.

Ethnographic Analysis of the Urban Service Experience. After completing the service, candidates submit a six-page analysis of the experience identifying the major skills they applied in the urban setting. Candidates relate their Urban Service Experience to the bigger picture: The overall functioning of the Urban Service Provider within the city or town it serves. Candidates are required to address four themes in their analysis:

1. **Historical Context:** How did the service provider or project come into being to serve the community or district?

2. **Inequity:** Define the inequity of the urban setting and explain why you selected this particular urban service.

3. **Overcoming Obstacles:** What obstacles is the service provider or project helping the district, town, or city to overcome?

4. **Transforming**: How is the impact of your service transforming the district, community, participants, etc.?

Urban Service Experience Evaluation. Candidates provided a minimum of 20 hours of service in an urban district to an existing project or program. Candidates were given a list of potential urban sites or could recommend an additional site. All projects were approved by the instructor and are submitted at the start of the course. The M.A.T. candidates served an urban district in a variety of ways: after school or evening tutorials, adult education, remediation or enrichment classes, etc. In order to pass the Urban Service Experience, candidates must receive no unacceptable ratings on the *Urban Service Experience Rating Scale,* a 3 point Likert-type scale, based on selected competencies from the State's Common Core of Teaching (2010) dispositions that align with this type of service experience.

Because of the range of experiences, the evaluation criteria were intentionally flexible:

0 = Not observed - The competency was not observable in this setting
1 = Unacceptable - Candidate did not demonstrate an acceptable level in this competency
2 = Acceptable – Candidate achieved an acceptable level of performance in this competency
3 = Target - Candidate demonstrated a level of performance that was beyond what is expected

Results

Data collected from the participants representing the four cohorts were collected, reviewed, coded, analyzed for patterns, and collated by themes. Reviewing the ethnographic analyses of the urban experience, and the urban service evaluations first, these data are then aligned with the themes from the writing prompts from the reflective journals to allow us to triangulate the data.

Evaluation of the Urban Experience

The Evaluation of the Urban Experience was completed at the end of the service period by the site supervisor using selected dispositions from the State's Common Core of Teaching. Candidates scored well on the elements of the 3 State Common Core of Teaching Domains measured, frequently approaching a target rating. Domains elements measured include Domain 2: Classroom Environment, Student Engagement and Commitment to Learning; Domain 5: Assessment for Learning; and Domain 6: Professional Responsibilities and Teacher Leadership.

The greatest percentage (31%) of candidates served in a STEM camp for urban middle school students, funded by a grant.

Table 1

Frequency of Ratings by Cohort

State Common Core of Teaching Domains	Cohort 1 (n=15)				Cohort 2 (n=5)				Cohort 3 (n=7+1 MS in Ed)				Cohort 4 (n=7)			
Score	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3
Domain 2: Classroom Environment, Student Engagement and Commitment to Learning																
2.1 The candidate created an climate that was responsive to and respectful of … students with diverse backgrounds, interests, and performance levels	0	0	3	25	0	0	0	5	0	0	2	6	0	0	0	7
2.3 The candidate promoted engagement in and shared responsibility… and provided opportunities for students to initiate their own questions and inquiries	0	0	2	26	0	0	0	5	0	0	0	8	0	0	0	7
2.4 The candidate provided explicit instruction about social skills to develop students' social competence and responsible and ethical behavior by using a continuum of proactive strategies that were individualized	0	0	1	27	0	0	0	5	0	0	0	8	0	0	0	7
Domain 2 Mean by Cohort	2.93				3.0				2.93				3.0			
Domain 5: Assessment for Learning																
5.5 The candidate provided individualized, descriptive	0	0	0	28	0	0	0	5	0	0	0	8	0	0	0	7

State Common Core of Teaching Domains	Cohort 1 (n=15)				Cohort 2 (n=5)				Cohort 3 (n=7+1 MS in Ed)				Cohort 4 (n=7)			
Score	**0**	**1**	**2**	**3**	**0**	**1**	**2**	**3**	**0**	**1**	**2**	**3**	**0**	**1**	**2**	**3**
feedback to help them improve their performance and assume responsibility																
5.7 The candidate understood the role that lack of opportunity to learn, lack of effective instruction, and assessment bias can play in the overrepresentation in special education with cultural, ethnic, gender and linguistic differences	0	0	5	23	0	0	0	5	0	0	0	8	0	0	0	7
Domain 5 Mean by Cohort	**2.91**				**3.0**				**3.0**				**3.0**			
Domain 6: Professional Responsibilities and Teacher Leadership																
6.1 The candidate continually engaged in reflection, self-evaluation and professional development to enhance his or her understandings…and the impact of actions	0	0	3	25	0	0	0	5	0	0	0	8	0	0	1	6
6.6 The candidate proactively communicated in culturally respectful and sensitive ways	0	0	2	26	0	0	0	5	0	0	0	8	0	0	0	7
6.8 The candidate understood how his or her race, gender and culture affect professional interactions with students, families, and colleagues	0	0	2	26	0	0	0	5	0	0	2	6	0	0	3	4
6.9 The candidate used communication technology in a professional and ethical manner	0	0	16	12	0	0	0	5	0	0	0	8	0	0	2	5
6.10 The candidate collaborated with others in the development of individualized success plans to address goal setting, personal and academic development, post-secondary and career exploration, and/or capstone projects	0	0	2	26	0	0	0	5	0	0	1	7	0	0	0	7
Domain 6 Mean by Cohort	**2.82**				**3.0**				**2.93**				**2.83**			

Scoring Key: 0 = Not observed - The competency was not observable in this setting

1 = Unacceptable - Candidate did not demonstrate an acceptable level in this competency

2 = Acceptable – Candidate achieved an acceptable level of performance in this competency

3 = Target – Candidate demonstrated a level of performance that was beyond what is expected

Ethnographic Analysis of the Urban Service Experience

Candidates applied their research skills from previous learning experiences and presented thorough analyses of their urban service experience through the four required lenses: Historical context, inequity, overcoming obstacles, and transforming.

Table 2

Overall Frequency and Percentages at Target and Acceptable for Ethnographic Analysis

Category		Frequency				Percentage	
		Target	Acceptable	Unacceptable	N/A	% at	% at
		3	2	1	0	Target	Acceptable
Historical Context	background demographics of the district or community	32	3	0	0	91.43%	8.57%
Historical Context	how the service provider or project came into being to serve the community or district	33	2	0	0	94.29%	5.71%
Inequity	inequity of the urban setting	33	2	0	0	94.29%	5.71%
Inequity	why this particular urban service was selected	34	1	0	0	97.14%	2.86%
Overcoming Obstacles	the major obstacles the district or community is facing	31	4	0	0	88.57%	11.43%
Overcoming Obstacles	the obstacles the service provider or project overcomes in helping the district or community	29	6	0	0	82.86%	17.14%
Transforming	the major initiative(s) undertaken by the district or community	32	3	0	0	91.43%	8.57%
Transforming	the impact of your service on the district, community, participants, etc.	26	2	0	0	92.86%	7.14%

Overall, 90.36% of the candidates achieved Target and 9.54% achieved Acceptable ratings in fully addressing the components of their Ethnographic Analysis (See Table 2). The two categories with the highest frequency (5) of acceptable dealt with the identification of obstacles.

Disaggregating the scoring further, we note that an improvement in the candidate reporting over time, yet overcoming obstacles remain in the lower score range. Note that two candidates in the 3rd cohort did not really fully address the demographics of the district or community, which was inconsistent with other candidate submissions.

Reflective Journals. Candidates' self-reflections and ethnographic analyses were coded and aligned with the State's Common Core competencies. The post-topic metacognition was helpful in triangulating the data by the writing prompt theme.

Discussion

Triangulating the data (ethnographic analyses of the urban experience and the urban service evaluations with the reflective journal entries); we see that the candidates' repeated reflections of the specific highlights for each topic, carrying over. The notations made in the reflective journal entries are observed, reported, and synthesized through the ethnographic analysis of the urban service experience; and the urban service provider supervisor's evaluation of the urban experience was extended and evaluated as a dispositional outcome.

Themes. Each class meeting introduced a different issue as applied to the urban setting: Performance expectations, equity and the achievement gap; parental support and advocacy for children; inequity and discrimination; bilingual, ELLs, and/or multicultural education.

Performance Expectations in the Urban Setting. Performance expectations aligned with Domain 5: Assessment for Learning (5.5 The candidate provided individualized, descriptive

feedback to help them improve their performance and assume responsibility).   Candidates candidly discussed reflected on the seminar and on their experiences in the field and in student teaching. They applied what they learned in theory to their service learning in the urban setting. In reporting on performance expectations, three themes emerged: Commitment of faculty to high performance expectations, parental support, and willingness of the urban students to participate.

Equity and the Achievement Gap. Equity and the achievement gap aligned with Domain 5: Assessment for Learning (5.7 The candidate understood the role that lack of opportunity to learn, lack of effective instruction, and assessment bias can play in the overrepresentation in special education with cultural, ethnic, gender and linguistic differences). Candidates focused on two themes: The State's achievement gap (the highest in the nation) balanced with the belief that all children can learn. Candidates all (100%) demonstrated the belief that all children can learn through their journal reflections, ethnographic analyses, and their urban experience evaluations. This is evidenced across all the urban programs.

Parental Support and Advocacy for Children.   Parental support and advocacy for children aligned with Domain 6: Professional Responsibilities and Teacher Leadership (6.6 The candidate proactively communicated in culturally respectful and sensitive ways; and 6.10 The candidate collaborated with others in the development of individualized success plans to address goal setting, personal and academic development, post-secondary and career exploration, and/or capstone projects). Citing a lack of involvement on the secondary level in their observations, field and clinical experiences, candidates reported they believed in the importance of parent involvement but did not present a broad range of options in increasing parent involvement. They noted parental support of the programs in that parents' engaged their children in these

programs, but the rationale behind the parent decision to engage their children in these programs remains unexplored.

Inequity and Discrimination. Inequity and discrimination aligns with Domain 2: Classroom Environment, Student Engagement and Commitment to Learning (2.1 The candidate created an climate that was responsive to and respectful of … students with diverse backgrounds, interests, and performance levels; and Domain 6: Professional Responsibilities and Teacher Leadership; 6.6 The candidate proactively communicated in culturally respectful and sensitive ways; 6.8 The candidate understood how his or her race, gender and culture affect professional interactions with students, families, and colleagues). Discrimination was clearly articulated by the candidates. They knew what to look for, yet no discrimination was noted in any of the programs.

Many of the candidates pushed back at inequity when discussing grading. Encouraged the inequity of using zero on a 100-point scale which is mathematically inaccurate (Reeves, 2004); one district had implemented a policy that in grading a grade of 50 would be entered rather than a zero. This policy did not appear to carry over into the reported tutorial programs and did not appear as an issue. Students were consistently reported to be motivated to succeed.

Bilingual, ELLs, and/or Multicultural Education. This theme aligns with Domain 2: Classroom Environment, Student Engagement and Commitment to Learning, (2.3 The candidate promoted engagement in and shared responsibility… and provided opportunities for students to initiate their own questions and inquiries; and 2.4 The candidate provided explicit instruction about social skills to develop students' social competence and responsible and ethical behavior by using a continuum of proactive strategies that were individualized).

15

Many programs served small numbers of ELLs. One program, specifically designed for the ELL population, was reportedly well-attended and successful in meeting the needs of the urban students. Candidates did report they were confident in engaging students in multicultural issues.

Even though a large number of strategies for working with ELLs and bilingual students were discussed with the candidates, they report a lack of confidence in meeting English Language Learners (ELL) and bilingual students' needs. This was evident in self-reflections and in the ethnographic analysis. However, in the urban service evaluations, there was little data that could indicate an unacceptable level of performance in this area.

Our challenge was to create an urban experience that provides opportunities for our candidates to engage urban youth, creating a setting where their dispositions were challenged, while allowing the candidates to explore four of the areas of challenge in urban districts.

1. We have caused our candidates to question their beliefs, as evidenced in their reflective journal entries. In all six journal entries, candidates consistently expressed questioning behaviors.

2. Candidates have successfully engaged urban youth, based on the supervisor assigned scores received by the candidates, especially in the elements of Domain 2.

3. Candidates have successfully demonstrated the application of urban theory and the challenges of urban districts in their ethnographic analysis of their urban service experience.

Candidates served in fourteen different urban organizations, ranging from tutorials to enrichment experiences. It must be noted that all programs, even the tutorials, were voluntary.

Although designed for the Initial Licensure/Post-Baccalaureate candidate, limiting the generalizability; this model may, with some minor adjustments, also be appropriate for undergraduate programs.

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Dr. Rabe serves WCSU as the CAEP Coordinator and Master of Arts in Teaching Coordinator (primarily focused on career-changers). Her fields of expertise include curriculum, urban education, ePortfolio, and service learning.

WESTERN CONNECTICUT STATE UNIVERSITY
CANDIDATE EVALUTATION for URBAN SERVICE EXPERIENCE

WCSU M.A.T. CANDIDATE   _____

URBAN SERVICE PLACEMENT   _____

SUPERVISOR   _____

Thank you for supervising a WCSU M.A.T. candidate enrolled in ED 571 Urban Education Experience who must complete 20 hours of service to an urban program or district. All service must be conducted in public schools in Connecticut.

Please complete the following rubric using the following rating scale. Respond to the categories which are appropriate in your setting for this candidate.

URBAN SERVICE RATING SCALE

0 = Not observed The competency was not observable in this setting

1 = Unacceptable Candidate did not demonstrate an acceptable level in this competency

2 = Acceptable   Candidate achieved an acceptable level of performance in this competency

3 = Target   Candidate demonstrated a level of performance that was beyond what is expected

Pre-Service Teaching Competencies (Please assign one rating for each competency)	**Rating**
Domain 1: Content and Essential Skills	
1.1 The candidate demonstrated proficiency in reading, writing, and mathematics skills	
1.5 The candidate demonstrated an understanding of how to use literacy skills… through reading, writing, listening, speaking, viewing and presenting .	
Domain 2: Classroom Environment, Student Engagement and Commitment to Learning	
1.1 The candidate created an climate that was responsive to and respectful of … students with diverse backgrounds, interests, and performance levels	
2.3 The candidate promoted engagement in and shared responsibility… and provided opportunities for students to initiate their own questions and inquiries	
2.3 The candidate provided explicit instruction about social skills to develop students' social competence and responsible and ethical behavior by using a continuum of proactive strategies that were individualized	

Pre-Service Teaching Competencies (Please assign one rating for each competency)	Rating
2.4 The candidate fostered appropriate standards of behavior that supported a productive environment	
Domain 3: Planning for Active Learning	
3.6 The candidate integrated learning activities that made real-world, career or global connections, and promoted… connections	
3.7 The candidate designed or selected academic and/or behavioral interventions… for those who do not respond	
3.8 The candidate designed strategic questions and opportunities that appropriately challenged and actively engaged	
Domain 4: Instruction for Active Learning	
4.2 The candidate used technological and digital resources strategically	
4.3 The candidate lead students to construct meaning	
4.5 The candidate used different interventions to support those with learning difficulties, disabilities and/or particular gifts and talents	
4.7 The candidate provided meaningful, appropriate, and specific feedback	
Domain 5: Assessment for Learning	
5.5 The candidate provided individualized, descriptive feedback to help them improve their performance and assume responsibility	
5.6 The candidate supported progress by communicating academic and behavioral performance expectations and results	
5.7 The candidate understood the role that lack of opportunity to learn, lack of effective instruction, and assessment bias can play in the overrepresentation in special education with cultural, ethnic, gender and linguistic differences	
Domain 6: Professional Responsibilities and Teacher Leadership	
6.1 The candidate continually engaged in reflection, self-evaluation and professional development to enhance his or her understandings…and the impact of actions	
6.6 The candidate proactively communicated in culturally respectful and sensitive ways	
6.8 The candidate understood how his or her race, gender and culture affect professional interactions with students, families, and colleagues	
6.9 The candidate used communication technology in a professional and ethical manner	
6.10 The candidate collaborated with others in the development of individualized	

Pre-Service Teaching Competencies (Please assign one rating for each competency)	**Rating**
success plans to address goal setting, personal and academic development, post-secondary and career exploration, and/or capstone projects	

Note: All domain subsets may not be observed. In this case, use "0" to indicate *not observed*.

In order to successfully complete the Urban Service Experience, candidates must receive no unacceptable ratings (1) on the *Urban Service Experience Rating Scale*.

Please contact Dr. Bonnie Lee Rabe at (203) 837-3206 or RabeB@wcsu.edu for assistance with questions or issues.

Comments:

Date ____/____/____ Supervisor

_____

(Signature)

Please return evaluation form to: Western Connecticut State University

Attn: Dr. Bonnie Lee Rabe

Education and Educational Psychology Department

181 White Street-WS Campus

Danbury, CT 06810

FINAL PROJECT: Analysis of the Urban Service Experience

Rating Scale

1 = Unacceptable: The element was not clearly articulated or details were lacking

2 = Acceptable: The element was clearly articulated with details

3 = Target: The element was clearly articulated with substantiated supporting details

InTASC Standard	CT Common Core of Teaching 2010	Category	Elements	Rating
Content Standard #4 Content Knowledge	**Domain 6:** Professional Responsibilities and Teacher Leadership	Historical Context	background demographics of the district or community	
Content Standard #4 Content Knowledge	**Domain 6:** Professional Responsibilities and Teacher Leadership	Historical Context	how the service provider or project came into being to serve the community or district	
The Learner and Learning Standard #3 Learning Environments	**Domain 2:** Classroom Environment, Student Engagement, and Commitment to Learning	Inequity	inequity of the urban setting	
Professional Responsibility Standard #9 Reflection and Continuous Growth	**Domain 6:** Professional Responsibilities and Teacher Leadership	Inequity	why this particular urban service was selected	
Content Standard #4 Content Knowledge	**Domain 2:** Classroom Environment, Student Engagement, and Commitment to Learning	Overcoming Obstacles	the major obstacles the district or community is facing	
Professional Responsibility Standard #9 Reflection and Continuous Growth	**Domain 6:** Professional Responsibilities and Teacher Leadership	Overcoming Obstacles	the obstacles the service provider or project overcomes in helping the district or community	
Professional Responsibility Standard #9 Reflection and Continuous Growth	**Domain 2:** Classroom Environment, Student Engagement, and Commitment to Learning	Transforming	the major initiative(s) undertaken by the district or community	

InTASC Standard	CT Common Core of Teaching 2010	Category	Elements	Rating
Professional Responsibility Standard #10 Collaboration	**Domain 6:** Professional Responsibilities and Teacher Leadership	Transforming	the impact of your service on the district, community, participants, etc	
Content Standard #4 Content Knowledge	**Domain 6:** Professional Responsibilities and Teacher Leadership	Style and Grammar	Overall style flows with good development of the topic, spelling and grammar are accurate	
Content Standard #4 Content Knowledge	**Domain 6:** Professional Responsibilities and Teacher Leadership	APA Style	1" margins, Ariel or Times New Roman font, double spaces, 4 pages in length with an additional Reference page, etc	
			Total Rating	
			Convert to 35% of grade	

Scoring Guide for this Assessment

Target	**27 – 30 (no 1's)**
Acceptable	**24 – 26 (no 1's)**
Unacceptable	**23 and below (or any 1's)**

Personality Type and Student Learning

Fay Roseman

Barry University

Introduction

Differentiation of instruction has been a movement in teaching for a number of years and the need to accommodate the different learning styles and needs of children in the classroom consumes a great deal of the planning time for pre-service teachers and teachers at all grade levels. While differentiation tends to focus on distinguishing visual, kinesthetic or auditory learners and lately has incorporated Howard Gardner's Multiple Intelligences, teachers and children would also benefit from differentiated instruction that incorporates Personality Type. Personality Type refers to an approach to understanding "normal" personality and was developed by Carl Jung, a Swiss psychologist. While the full scope of Jung's work is outside the scope of this article, a basic explanation of type and how it relates to learning could be helpful to pre-service teachers and professional educators in working with their students. This article will give a basic description of Type and how it relates to teachers and learners and will offer some suggestions for incorporating strategies to address the different aspects of Type in the classroom.

Explanation of Type

Jung (1971) believed that there are distinct ways of understanding and making sense of the world that are common to all individuals. His work was based on "normal" personality and not on psychopathology (the deficit model of personality), making the use of his work easier to apply in different contexts. The Myers-Briggs Type Indicator® (MBTI®) was developed by Katherine Briggs and her daughter, Isabel Briggs Myers, based on their research of personality

27

and Jung's theory. "For many years, many organizations, including schools, have incorporated Jung's and Myers' ideas about type into their daily functioning, demonstrably contributing to higher levels of performance" (Payne & VanSant, 2009, p. 2). While the MBTI® is designed to identify type preferences in adults, the Murphy-Meisgeier Type Indicator for Children® (MMTIC®) was developed to apply the theory of Personality Type to children and "is used to measure type preferences in students in grades two through twelve (Murphy, 2008, p. 1). Both instruments utilize Jung's theory and the MMTIC® addresses type in a language that is easier for children to understand.

Jung delineated three types of dichotomies in his original work: Extraversion (E)/Introversion (I); Sensing (S)/Intuition (N – because the "I" is already used to represent introversion); and Thinking (T)/Feeling (F). Myer's-Briggs identified the fourth dichotomy of Judging (J)/Perceiving (P) which existed in Jung's work but was not a focus of his work, making up four dichotomies and 16 distinct personality types (e.g., ESTJ, INFP, ISFJ, etc.). A person's preference for a particular type is based, Jung believed, on a person's innate characteristics. There are no "right" or "wrong" types, nor are there "better" types and while we have a preferred type, we can and do use the other part of the pair as well. This means that a person with a preference for Thinking, for example, can also incorporate elements of Feeling. This use of elements of the opposite pair is known in Type language as "flexing" and the hand-writing exercise is used to explain this idea. If we are right-handed and an injury to our right hand left us no choice but to use our left hand, we could so and vice versa. It would not be as comfortable or easy, but it could be done. The same is true of type. Our work environment, school environment, family, culture, and society all impact who we are and how we approach our environment and relationships. While we may have a preference for a certain Type, these other factors may

influence us to behave differently than what might be our "best self". By looking at each dichotomy, we can explore some of the differences in each pair.

The first dichotomy is Extraversion/Introversion (E/I) and refers to where we get our energy. People who prefer extraversion get their energy from the outside. They like "thinking out loud", engaging with other people, and get their energy by relating to people. People who prefer introversion get their energy from the inside. They tend to think first, like being on their own and working independently, and get their energy by having quiet time to recharge their batteries (Briggs Myers, McCaulley, Quenk, & Hammer, 2003; Dunning, 2008; Kise, 2007). One of the myths about people who prefer introversion is that they are aloof, shy, disconnected or anti-social. These are myths and do not reflect an introverted personality type.

The second dichotomy is Sensing/Intuition (S/N) and addresses how we take in information. People who prefer sensing tend to look at incoming information through their past experiences and their senses to help them understand ideas and concepts, tend to notice details, and tend to be practical. For those who prefer intuition, they tend to look at information through a "bigger picture" lens and focus on the future (Briggs Myers, McCaulley, Quenk, & Hammer, 2003; Dunning, 2008; Kise, 2007).

How we make decisions is seen through the lens of the thinking and feeling (T/F) dichotomy. Those having a preference for thinking tend to be objective in their approach, weighing facts, identifying the pros and cons of a situation, and looking at consequences while those with a preference for feeling lean toward making decisions based on their personal values and need to feel connected (Briggs Myers, McCaulley, Quenk, & Hammer, 2003; Dunning, 2008; Kise, 2007).

The last dichotomy is judging and perceiving (J/P) and focuses on how we relate to others in the world and to our outside environment. People with a preference for judging tend to like closure. These individuals tend to be organized, plan carefully, enjoy structure and schedules and do well at managing time. A myth concerning people with a preference for judging is that they are judgmental but judging means that this type prefers closure. For those with a preference for perceiving, they tend to prefer spontaneity, tend to be flexible, and have a "go with the flow" approach. They tend to enjoy the process of accomplishing something but closure is not a criterion and they tend to be more open to possibilities rather than the end result (Briggs Myers, McCaulley, Quenk, & Hammer, 2003; Dunning, 2008; Kise, 2007). The myth about people with a preference for perceiving is that they are perceptive. This is not the case and their ability to be flexible and take in information is not related to making quick observations about people and things.

Understanding our Type and our natural preferences can help us understand how we relate to the people we come in contact with and the work that we do. When we look at Type through the eyes of the educator and learner, we open the door to a different level of understanding of how we teach and who we teach. It is a natural process for people to approach life through the lens of our own preferences even though we may not be aware of our Personality Type. We can often articulate which students we enjoy teaching, which students challenge us and what we believe education should look like in the real world but may not be able to understand why we feel the way we do.

Type and Teaching

Kise (2007) notes that ". . . teachers are being asked to differentiate [instruction] for student's needs, multiple intelligences, learning styles, interests, cultural background, abilities,

and more" (p. 1).   The task itself is overwhelming, particularly when we really do not know, nor can most children articulate, how they learn best. By adapting teaching methods to address not only the visual, kinesthetic or auditory aspect of learning, teachers show students that they are interested in meeting the learning needs of each child and that different ways of learning should be respected and are valuable.

Kise (2007), Lawrence (2009), and Murphy (2008) identified ways that Type can impact teaching by using the dichotomies. They note that for those with a preference for extraversion classrooms generally have a great deal of activity and the children have choices about their movement within the classroom. Teachers tend to be aware of what students are doing and how engaged they are in the process; they tend to expect quick responses and expect students to be outwardly enthusiastic about learning. Those teachers with a preference for introversion have quieter classrooms, smaller group activities, and specific materials to help students think about ideas and, oftentimes, see the extravert's need to outwardly express thoughts and ideas as demonstrating bad manners.

Fact seeking questions, concrete skills, attention to detail, and clear expectations are the emphasis of those with a preference for sensing. These teachers tend to favor structured assignments and practice of basic skills as a means to critical thinking and problem solving. While those with a preference for sensing tend to over-structure assignments, those with a preference for intuition lean toward minimal structure to promote creativity and approach inquiry seeking synthesis and evaluation of concepts. For those with a preference toward sensing, this lack of structure can present a challenge (Kise, 2007; Lawrence, 2009; Murphy, 2008).

The third dichotomy, thinking/feeling, looks at how we make decisions and is also reflected in the explanations offered by Kise (2007), Lawrence (2009) and Murphy (2008).

Thinking types use logic in making their decisions. They tend to need to understand "why", like to solve problems and be the best. They often appear to be insensitive to the feelings of others and tend to point out what needs to be fixed before identifying what is going well. When working with children in the classroom, they tend to see the "need for positive reinforcement as ploys for attention" (Kise, 2007, p. 18). For those with a preference for feeling, they approach making decisions from their values and tend to offer more praise and strive for harmony by leaving room for exceptions.

The final dichotomy of judging and perceiving looks at how we approach the outside world, in this case, of our classroom and are described by Kise (2007), Lawrence (2009) and Murphy (2008). For those with a preference for judging, classrooms tend to be structured and organized, schedules posted, lesson plans prepared and followed. The classroom looks very different from the perspective of a teach whose preference is perceiving who tend to be more open to changes in lesson planning, are more flexible, offer more independence, engage in more open-ended discussion, and like to include fun activities in the learning process. Those with a preference for judging may see students with a preference for perceiving as uninterested and careless while those with a preference for perceiving may see students with a preference for judging as too rigid.

Type influences how teachers create lesson plans, manage their classrooms, work with their students and may influence their opinions of those students. By understanding their own Personality Type, teachers can develop an understanding of how to incorporate the preferences of other types when preparing lessons and addressing behavior in the classroom. By understanding how Type is expressed by learners in the classroom, the richness and

understanding of difference opens the door to a different appreciation and need for more differentiated learning.

Type and Learners

"Type development starts at a very early age. The hypothesis is that type is inborn, an innate predisposition . . ., but the successful development of type can be greatly helped or hindered by environment from the beginning" (Briggs Myers & Myers, 1995, p. 168). It is important to note that culture, family, school environment and society are important in the development of type preferences in both adults and children but children are often more easily molded and may move away from their natural preferences based on environmental factors. By acknowledging different preferences in the classroom, teachers can guide children to learn in a way that is more comfortable, natural, and plays on their innate strengths. In addition, while Personality Type does not cause behavior and behavior is a choice, we do know that different preferences can be reflected in the style in which an individual approaches their relationships and interactions with the world. Kise (2007) and VanSant (2009) outline a number of characteristics, referred to as "behavioral clues" for each of the dichotomies below, beginning with extraversion and introversion. As you read through these descriptors, it might be helpful to consider the children in your classroom and determine if you see these characteristics portrayed in the classroom.

Children with a preference for extraversion tend to talk louder and be more active in the classroom, tend to say what they are thinking without following the protocol of hand-raising, and may not be disturbed by interruptions. Children with a preference for introversion may, on the other hand, be slower to respond in class discussions, may keep their thoughts and opinions to themselves unless specifically asked and may be annoyed by interruptions. It is important to

remember that those with a preference for introversion are not anti-social or disengaged but that their preference is more of a reflective nature.

Children who prefer sensing may interrupt more frequently rather than wait for instructions to be completed, may need specific directions, may have difficulty coming up with ideas on their own, and want to be very clear on what is expected of them. Unlike the specificity required by those with a preference for sensing, those with a preference for intuition may not even read the directions, may want the flexibility to modify assignment requirements, and tend to have big ideas, biting off more than they can chew in a project.

How students make decisions is addressed by the thinking and feeling dichotomy and those with a preference for thinking tend to find what is wrong with an idea or plan, want to be in charge, engage in debate, or do not get started if they do not feel they can be successful. The logical nature of their preference shines through in their approach to work while the decision-making process through a values-based lens is the preference of those with a preference for feeling. These children tend to look out for others in the classroom, look for feedback and encouragement from the teacher, and will "shut down" if they feel the teacher does not like them.

Judging and perceiving is the last dichotomy. Because of their need for closure, those with a preference for judging often rush through their work so that they can get it done. They tend to be upset by changes in the schedule or changes in an assignment and may finalize their plans or ideas too quickly. For those with a preference for perceiving, they may work without getting anything done, may not realize how much time it will take to do their work, may have difficulty finalizing a topic for a project so that they are open to additional possibilities, and may wait until the last minute to begin their work.

Type influences how students approach and manage their work, respond to the teacher and interact with classmates. The more awareness teachers have of their own preferences and the preference of their students, the more balance and awareness they can bring to the classroom.

Ideas for Teachers

Given what we understand about the role of Personality Type as it relates to teaching and learning, it might be easy to conclude that if we simply match teachers and learners based on type preferences, we could solve some learning challenges. DiTiberio (2003) cites several studies that do not support this position and notes that "it appears that students may need different kinds of instruction at different points in their development" (p. 265). We need to be careful that we do not simply assume that preferences for specific aspects of learning do not change, however by approaching the classroom experience using a variety of techniques to encourage all types; we provide flexibility when a child's preference shifts.

Payne & VanSant (2009) and Lawrence (1997) outline a number of suggestions based on each dichotomy to help teachers plan and support different types of learners. These include opportunities for students to engage with others as well as having time to reflect, working with others in addition to working independently and waiting a bit longer for students to respond to questions. These suggestions address both the extraverted and introverted preference for learning but there are also ways in which we can address the other dichotomies in our classroom. For example, when addressing the needs of students with a preference for sensing or intuition, it is helpful to include concrete examples and hands-on materials as well as information they can use in their lives at that time for those with a preference for sensing. To accommodate those with a preference for intuition, we could provide opportunities to be inventive and imagine

possibilities, have a variety of teaching methods (small group, individual work) and give them opportunities to take initiative on assignments.

For the third dichotomy, learners with a preference for thinking would benefit from opportunities for discussion about a topic and the opportunity to solve problems in the work that they do as well as having teachers who are organized and provide specific feedback. Learners with a preference for feeling would do well in a classroom where teachers appreciate and value them, their work, and their contribution to the lesson and prefer lessons geared toward helping or contributing to others. Lastly, learners with a preference for judging would benefit from understanding the purpose of the lesson, specific and consistent expectations, and reminders of due dates while those with a preference for perceiving would do well in having options for assignments and flexibility in how they approach a problem they are tasked with solving.

These clues can help teachers provide a learning environment rich with differentiated experiences for all learners and demonstrate to the children that how they prefer to learn is valued.

Conclusion

The richness of Personality Type and its normalizing approach can benefit both educators and learners and introduces the opportunity for all to develop an appreciation and understanding of difference. By taking the different personality types into consideration when planning lessons and organizing our classrooms, we can meet the needs of a difference group of learners while respecting those differences and perhaps, in the process, supporting a more natural and increased love of learning.

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Order in the Courtroom…I Mean Order in the Classroom

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One would never create a classroom's math or reading instruction the same way for all students; then, it should be remembered children function at different levels and stages of behaviors. It is convincingly important in creating a consistent system for classroom behavior management that is appropriate for students functioning at all stages, while simultaneously, encouraging them to work and grow as they advance into the higher stages of eventually managing their own behaviors (Feeney, Moravcik, and Nolte, 2013).

Students are motivated to learn and do their best when learning is fun. With all of the testing that is required, sometimes teachers feel pressure to teach, at times, the ever-expanding curriculum, which is now termed "teaching to the test". Elementary education is a stage that is the most crucial stage of one's life. Programs for young children should provide an excellent opportunity for educators to conceive and launch programs, which initiate appropriate behavior (National Educational Policy, 1998-2010). Classroom management is a skill, which helps to promote the quality of any organization. Education is the core for such an insurmountable development. It is also an art and science of making people more effective than they would have been without academia. Management is also a key in terms of failure and success, which has a domino effect on young children's success in school and eventually their lives later (Murtaza, Khan, Khaleeq, and Seed, 2012).

There are many experts, informing educators on the best strategies to handle inappropriate behaviors, and many do yield a great deal of success. There have been many

strategies that have been tried and implemented for years; one of the most profound methods is built upon the acronym, children.

C-Controlling the environment and allowing children's input as to how the environment is structured and how the day-to-day procedures and classroom instruction is implemented can be enriching for children. The ability to live in a democratic society is a fulfilling factor; then, why do children not deserve the same rights?

H-Having a balance of managing discipline and instruction is the key to successful classroom management. Before you can teach any subject, you must first be able to control the classroom.

I-Integrate multiple moments for ample use of praise. Remember everyone likes to be told from time to time they are doing well. From a person in authority, and one they truly respect, it makes them feel part of the "family dynamics" of the classroom, which many do not personally have. Just to think… a child can feel worthy simply from a thumbs-up or a pat on the back.

L-Leave some time at the end of the day for children to interact with each other. One should be reminded that the more often he/she has to stop my "business" for them behaving inappropriately, the less time they will have for themselves at the end of the day.

D-"Do as I do" must become the message as educators model appropriate interactions with other people.

R-React to the most severe inappropriate behaviors but allow children to "save face". It is not our plight in life to destroy a child's self-worth and self-esteem among his/her peers.

E-Engage students by providing "a hook" for each lesson. Teachers must understand children's backgrounds and home lives and connect learning to their experiences. Every lesson should be thought-provoking, facilitate active learning, and provide time for children to share their experiences with each other in both small and whole group settings.

N-Never believe that this quest can be done alone! Professionals should exhaust every tidbit of creating successful student engagement in your classroom.

Educators have been to understand that the value of fun and learning is a direct correlation with motivating students and ensuring children have a successful, effective learning experience (Minchew and Hopper, 2008). One of the most vital components of ensuring that children become effective members of society, educators have to prepare them to self-monitor their own behaviors while simultaneously assisting children in internalizing rules and procedures while having fun learning.

The Common Core State Standards serve as a guide to what all children should learn and master, taking into account children's developmental milestones. The lesson following lesson communicates what is expected of young children through exploring concepts, hands-on activities, projects, and challenging math puzzles, which will ultimately allow children, parents, teachers, and administrators to work cooperatively on the same target goals. The children are learning a must dreaded content area in a fun interactive environment.

The following activities are related to mathematics but integrated across many disciplines, incorporating the 2012 Olympic Games as the theme:

- Olympic B-I-N-G-O Math, which requires four or more children to play. The caller will determine whether to use addition or subtraction. Players will be given a Bingo card, colored markers, scratch paper, and pencils. When the caller begins, players will retrieve their pencils and use the answers to create problems. The first person to get a straight, diagonal, or horizontal line and yells Bingo gets the gold!

- The 100 Meter Race involves two or more people playing. Players will complete as many equations as fast as they can in 60 seconds. The winner gets the gold!

- Shot-Put Math requires two teams. Participants must toss the shot-put into an egg carton. The children should write either a plus or a minus sign. Then the children should throw the shot-put again and write the number. Once again, the overall winner gets the gold.

- Addition Tracks is a wonderful, hands-on activity for children. The learner will select an addition flashcard. The learner will use the Unifix cubes to self-evaluate his/her answers by stacking all of the cubes together from that particular flashcard problem to ensure the cubes total the correct answers. Every game should not be competitive; therefore, it will be noted that all children are winners!

- Water Polo addition is an amazing activity. First, the teacher should obtain Ziploc bags and put some water in them before beginning the lesson. There should only be one child at this station or learning center. Then, the children should gently shake each Ziploc bag on a flat surface so the three dice are flat. The child should then write the number of the dice shown in the bag on a piece of paper to make an addition problem. Then, each child should solve the addition problems. The overall winner, who had accurately completed the activity, will win the gold!

The next activity and unit of study that is meaningful and fun relates to science. The Common Core State Standards are a coherent progression of learning expectations in both. Children are naturally curious and hunger for explorations of the world. Integration in other content areas with science gives children a better appreciation of the world and strong problem-solving skills. This lesson plan integrates behavior management within the context of the objectives.

This lesson plan was created using TaskStream. Utilizing TaskStream lesson plan formatting, lesson plans are derived from the highest quality web-based software and supporting services to efficiently plan and manage assessment and accountability processes; facilitate the demonstration of learning achievement; and foster continuous improvement (TaskStream Advancing Educational Excellence: Web-Based Solutions to Advance Educational Excellence, n.d.).

VITAL INFORMATION

Subject(s)	Art, Language Arts (English), Science
Topic or Unit of Study	Animal Habitats
Grade/Level	Grade 1
Objective	• TLW **create** an illustration of an animal habitat. • TLW **identify** animal habitats and **list** an animal that would live in the habitat. • TLW **write** an opinion piece, **describing** why an animal lives in its particular habitat. • TTW **create** relevant learning opportunities for the students using technology.
Summary	TTW will begin with a prediction activity and read a book to build background knowledge about habitats. TTW then use a PowerPoint to teach her lesson on habitats. The teacher will use drama, writing, and visual arts to reinforce students' learning about five of the Earth's habitats.

IMPLEMENTATION

Learning Context	Prior Knowledge- What should students know prior to this lesson? • Students she realize animals live in different places. • Students should know how to work cooperatively. • Students should know how to complete matching item tests. • Students should know how to write basic sentences. • Students should know there are different types of environments. Application- What should students know after competing this lesson?

	• Students will be able to identify and describe five habitats. (rainforests, desert, wetlands, ocean, arctic) • Students will be able to role-play a creature and decide what habitat it lives in.
Procedure	<u>Anticipatory Set:</u> • TTW begin the lesson by reminding students of their good behavior rules such as listening and working together. • TTW hold up the mystery student bag and say, "By raising your hand, who can remind the class what this bag is for?" • TTW will select a student and have him or her remind the class that the teacher pulls a name from the bag and watches the student during the lesson to see if he or she has great behavior. If the student had great behavior throughout the lesson, he or she gets a special pencil and eraser. • TTW will pull several different stuffed animals/toy animals out of a bag, hold one of them up at a time, and ask, "By raising your hand, who can tell me where they think this animal lives." **(Auditory)** • TTW randomly call on students and let them answer where they believe that animal lives. • TTW then explain to the class that all of these animals come from different habitats and today they will learn about those habitats. **(Auditory)** • TTW ask the students to come to the reading rug in this order: girls with blue shirt, boys with blue shirts, girls with white shirts, and boys with white shirts. • Once the students are settled on the rug, the teacher will read the book *There's No Place Like Home* by Marc Brown. **(Auditory, Visual, Naturalistic)** • TTW will tell the students the book came from the downtown public library, which is a **community resource** their parents can take them to visit. • TTW then have the students return to their seats. <u>Teaching the Lesson:</u> • TTW use a PowerPoint on animal habitats to guide her discussion on habitats. **(Auditory, Visual, Naturalistic, Interpersonal, Linguistic)** • TTW remind students to use their good listening and thinking skills. • TTW distribute one picture to each group of one of the following five habitats: ocean, rainforests, desert, wetlands,

and the arctic. As each habitat is discussed in a grand conversation, the teacher will ask someone from the group to place their group's picture under the correct habitat name on a poster board. **(Kinesthetic, Visual)**

- The teacher will pause to ask them questions (using pick sticks to call on students) such as:
  o Remember when Mrs. Dickerson showed you picture of her trip to Hawaii; what type of habitat do you think was around Hawaii? (They should answer ocean.)
  o Which stuffed animal do you think would live in this rainforests?
  o If you were a polar bear, which habitat would you probably live in?
- The teacher will reinforce the following important vocabulary words by reviewing their meaning, using them frequently, and having the students repeat them back to her throughout the lesson: habitat, ocean, rainforests, desert, wetlands, arctic.

Guided Practice:

- TTW divide the students into five expert groups, one for each habitat.
  o Arctic: D'Marion T., Damarion S., Tyra, Walther, Jelon M.,
  o Ocean: Kameron, Sammori, Demontae, Jaylon H., Amari.
  o Rainforests: Hannah, Jamario, Rikarion, Matayesia, Antyreon,
  o Wetlands: Brooke, LaPrincess, Patrick, Darion, Chrisharia,
  o Desert: Johniya, Takayla, Louisa, William, T.J.
- TTW say to the students, "Today, we are going to make a habitat mobile. Does anyone know what a mobile is?" TTW allow a minute for students to respond, and then clarify what a mobile is if needed and show an example using the Elmo.
- TTW review the checklist with the students that will be used to grade their work.
- TTW have the student of the day help distribute the activity materials.
- TTW will give the following oral directions for the mobile activity: **(Visual, Kinesthetic, Interpersonal, Spatial, Naturalistic)**:

1. Each of you is part of an expert group. Each group needs to learn about its habitat so it can share the information with the other four groups.
2. Each of you will be given one paper plate and your group will be given information about its habitat. First, I want you to write your name on the plate and your habitats' names. **TTW give the students a minute to write their information on the plate.**
3. Now, put your plate down and show me with your eyes you're listening to me." **After the students are looking at the teacher, she will continue with the following steps.**
4. I want you to talk to your group for a minute about animals in your habitat. You can use the papers I have give you to help you remember our lesson.
5. Next, draw a picture of the habitat written on your plate. Draw me a picture of what it looks like and some of the animals we would find in it. Make sure the hole in the plate is at the top of your picture.
6. When your group has completed, we will string them together to make habitat mobiles for our class.
7. **Does anyone have a question for me?**

- TTW go to the exceptional learners and explain to them they need to also complete the habitat facts sheet, highlighting for them to draw a habitat and label three animals that live there, to go along with their mobiles and glue it to the back of their plate.
- TTW play music in the background and say **"If you can't hear the music, you need to adjust your volume level in the class." (Musical)**
- TTW will walk around and facilitate the groups as needed.
- After the students have had time to complete their habitat plates, the teacher will divide the expert group back into regular groups.
- TTW give the groups a few minutes to discuss their habitats with each other.
- As the students finish, the teacher will help the groups string their mobiles together.
- TTW tell the students they are each being sent home with a paper plate and a letter to their parents. The letter tells their parents what they did in class today. They can create a family habitat mobile with their parent(s) at home.

Independent Practice:

- TTW have the student distribute the animal habitat writing

prompt sheet, allowing the children to decide what animal they would be, where they would live, and why.
- TTW review the rubric with the students that will be used to grade their work.
- TTW display the handout using the Elmo and explain it to the class.
- TTW tell the students they need to pick one animal they would like to be and write it in the first blank.
- Then, they should decide which habitat their animal would live in and circle it.
- Finally, they should finish the sentence by saying why they would live in that habitat. **(Intrapersonal, Naturalistic)**
- TTW ask the students if they have any questions.
- TTW privately explain to the at risk students that they only need to select an animal and its habitat and then draw a picture showing the animal in its habitat and explain to the SPED student she only needs to draw a habitat and three animals.
- TTW walk around and facilitate the groups, using a behavior checklist, ensuring students understand the teacher will be observing each student's cooperation in the group, and their staying on task and completing it.

Closure:

- TTW tell the students they are going to play a creature habit acting game and need to listen carefully to the directions.
- Each group will be given a slip of paper with the name and picture of a creature from one of the habitats they learned about today.
- The groups will come to the front of the classroom one at a time and play a game of charades, role playing their animal/creature. **(Tactile, Kinesthetic)**
- The other groups will raise their hands when they think they know what creature the group is acting out. **(Interpersonal)**
- Once the class decides what the creature is, as a class, they will decide what habitat the creature would live in. **(Auditory)**
- This will continue until each group has had a turn.
- TTW will distribute the post test and instruct the students to complete it independently. The pre and post tests was simply a matching game of animals being matched to their habitats. The teacher will use another checklist, identifying which animal/habitat was accurately/inaccurately.

Differentiated Instruction	1. **The SPED learner's needs will be addressed by** having extra one-on-one attention from the teacher. During independent practice, TLW draw a picture of a habitat and three animals in the habitat. During the post test, TLW have to match three habitats with its animals. 2. **The at-risk learner's needs will be addressed** by having extra one-on-one attention from the teacher. During independent practice, TLW draw a picture showing their animal in its habitat rather than writing about it. 3. **The exceptional learner's needs will be addressed by** completing a "habitat facts" sheet during guided practice to be included with their mobile. 4. **The multicultural learner's needs will be addressed by** the teacher discussing different areas around the world and how their habitats are different during teaching the lesson. Also, by asking the students to list a few ways their city habitats would be different from someone who lives in a country habitat.
Sample Student Products	The children's work samples will be displayed in the classroom's gallery.
Collaboration	Students will work collaboratively and individually. Students will work in groups of no more than five people.
Time Allotment	The allotted time for this activity should last for 50 minutes, depending on the children continually exhibiting active learning.
Author's Comments & Reflections	I think this lesson was fun and a topic all of the children enjoyed. It helped me immensely to have administered a learning styles inventory, interest inventory, and multiple intelligences at the beginning of the school year.

MATERIALS AND RESOURCES

Instructional Materials	Anticipatory Set: • Stuffed animals • Mystery student bag • Behavior/Attitude checklist • Book: *There's No Place Like Home* by Marc Brown Teach the Lesson: • PowerPoint on animal habitats • Pick sticks (popsicle sticks with each of the children's names on them

	• Behavior/Attitude checklist • Picture of each habitat • Poster board with name of each habitat • Computer/Projector/Mouse/Keyboard Guided Practice: • Paper plates (25) • String (30 pieces) • Colors (enough for each group) • Pencil (one per student) • Construction paper (5 pieces) • Ziplocs bags (5) • "World Habitats" sheet (5) • Checklist Individual Practice: • Habitat writing prompt • Pencil • Computer/Projector/Elmo • Rubric Closure: • Posttest • Pencil • Creature role-play slips Misc: • Paper plate with an attached string for each child to take home • Parent letter for each child to take home • Pretest
Resources	• Keyboard • Mouse • Elmo • Speakers • The number of computers required is one.

STANDARDS & ASSESSMENT

Standards	**Display:** ○ Collapse All ◉ Expand All
	▽**MS- Mississippi Curriculum Frameworks (2011)** ▽**Subject:** Science ▽**Grade:** FIRST GRADE ▽**Strand:** LIFE SCIENCE ▽**Competency:** 3. Develop an understanding of the characteristics, structures, life cycles, interactions, and environments of organisms. **Objective:** a. Classify animals and plants by observable features (e.g., size, appearance, color, motion, and habitat). (DOK 2) ▽**Subject:** Visual and Performing Arts ▽**Concentration:** VISUAL ARTS ▽**Grade:** FIRST GRADE ▽**Competency:** 2. Apply color, line, shape, texture, balance, and pattern in works of art to communicate ideas. (CP) **Objective:** d. Create original works of art using color, line, shape, balance, texture and pattern. ▽**USA- Common Core State Standards (June 2010)** ▽**Subject:** English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects ▽**Grade:** Grade 1 students: ▽**Strand:** Writing ▽**Domain:** Text Types and Purposes **Standard:** 1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. ▽**USA- ISTE: National Educational Technology Standards (NETS) for All Teachers (2011)** ▽**Standard:** 2. Design and Develop Digital-Age Learning Experiences and Assessments Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills,

	and attitudes identified in the NETS Teachers: **Performance Indicator:** a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity

The better an educator understands an individual child, the more he/she can provide a program that meets every individual child's needs, and that serves all the children in the school. This is the ultimate goal of providing children with rich, engaging learning opportunities, which is to better understand and ultimately better serve children. Educators must also realize that when children do not understand any concept in any content area, the child usually begins exhibiting inappropriate behaviors (Tompkins, 2011).

Finally, it is critical for educators to literally "pick up" the pieces of some of our children's lives- some chunks are whole; some chunks are broken and have tiny pieces on the floor; some chunks are soft with lots of lumps, bumps, and grooves; and ultimately, too many are completely broken. Educators must embrace the notion that learning self-discipline is a progression of stages in life. Educators should view academia as an improbable journey that lead into the educational arena, which is more affectionately refer to as the "beloved field of warriors". Educators now know that soon…very soon, the doors to mutual interpersonal learning is occurring, and a difference, whether positive or negative, is being made in the lives of children, who are the underlying fabric of what our tomorrow holds.

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